DOCUMENT RESUME

ED 032 246 SP 003 019

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Pilot Center for Student Teaching; Questions and Answers. West Virginia Multi-State Teacher Education Project.

West Virginia State Dept. of Education, Charleston.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.
Pub Date Mar 69
Note-48p.; ESEA Title V, Multi-State Teacher Education Project (M-STEP).
EDRS Price MF-$0.25 HC-$2.50
Descriptors-College School Cooperation, *Interinstitutional Cooperation, Organization, Pilot Projects, State Legislation, State Programs, *State Standards, *Student Teaching, Teacher Education
Identifiers-Kanawha County Student Teaching Center, M STEP, Multi State Teacher Education Project, West Virginia

This publication contains questions and answers regarding the establishment, operation (1966-68), and impact of the Multi-Institution Pilot Center for Student Teaching. Included are (1) a review of the need for change in the laboratory training phase of West Virginia teacher preparation programs; (2) objectives of the pilot center and principles guiding its student teaching program; (3) responsibilities of the cooperating agencies (five teacher education institutions, one school district, and the State Department of Education); (4) description of the roles of supervising (cooperating) teachers, student teachers, and building principals; (5) objectives of the weekly student teacher seminars and the inservice program for supervising teachers; (6) selected evaluative comments by students and teachers; (7) a summary of the project's impact on teacher education in the state. Appended are proposals for the continuation of the M-STEP concept in West Virginia; new State Board of Education-approved Guidelines for Experimental Programs in Teacher Education; the permissive legislation enacted in 1969 to permit the organization, funding, and operation of cooperative teacher education centers; and charts showing the organizational structure of M-STEP, of the pilot center, and for teacher education in West Virginia. SP 002 862 and SP 003 032 are related documents. (JS)

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ED032246

WEST VIRGINIA

Multi-State Teacher Education Project

(P.L. 89-10, Title V, Section 505)

Pilot Center for Student Teaching

Small Project Grant

QUESTIONS AND ANSWERS

March 20, 1969

Prepared

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SP003019

FOREWORD

Education, one of the most significant functions of the State, according to the constitution, is the responsibility of the State Legislature. However the implementation activities are, as recorded in Chapter 18, Article 2, Section 5 and 6, of the Code of West Virginia, the responsibility of the State Board of Education which:

". . . shall make rules for carrying into effect the laws and policies of the State relating to education, including rules relating . . . the issuing of certificates upon credentials," and

". . . shall through the State Superintendent of Schools, exercise supervisory control over the teacher preparation programs in all institutions of higher education including student teaching in the public schools, in accordance with standards for program approval."

Within the State Department of Education, the personnel of the Division of Teacher Preparation and Professional Standards provide the leadership for the teacher preparation-licensure function of public education and bring about the implementation of the standards, laws, and regulations governing college accreditation, program approval, and the certification of teachers.

The cooperatively developed standards for student teaching, as approved by the State Board of Education, paved the way for changes in the organization and operation of the student teaching phase of teacher preparation.

Participation in the M-STEP program served as a catalytic agent to bring about the organization of the Pilot Center for Student Teaching in cooperation with the Kanawha County school system, Concord College, Marshall University, Morris Harvey College, West Virginia Institute of Technology and West Virginia State College.

State Department of Education leadership has helped the personnel of the public schools and the teacher preparation institution realize the potential of a full partnership in the preparation of teachers. A new dimension of cooperative relationships for laboratory experiences in teacher preparation is now evolving in West Virginia.

Rex M. Smith
State Superintendent of Schools

March 31, 1969

PREFACE

This publication, West Virginia M-STEP - Questions and Answers is a supplement to the West Virginia M-STEP Final Report of July, 1968. The final report of the project, released on March 1, 1969, included a description of some of the problems encountered, and the salient features and objectives of the Pilot Center for Student Teaching. The forms developed and adapted for use in the project were also a part of the final report.

In addition to the above information, this publication includes a more extensive listing of the involved leadership personnel, selected evaluative comments by the student teachers and supervising teachers, sources for additional information, a revised chart showing the organizational structure for M-STEP, the State Board of Education approved Guidelines for Experimental Programs in Teacher Education, the permissive legislation enacted to permit the organization, funding, and operation of teacher education centers, and a chart showing the State Department of Education organizational structure for teacher education in West Virginia. The question and answer format has been utilized to present the information included in the first three sections of this publication.

The authors are indebted to Mr. John T. St. Clair, Assistant State Superintendent, Bureau of Instruction and Curriculum, Mr. John B. Himelrick, Sr., Director of the Pilot Center for Student Teaching during 1966-68, and numerous college and State Department personnel for the many helpful suggestions.

Persons interested in the Student Teaching Center concept may wish to obtain copies of the publications listed on page 26.

James D. Thomas

Charleston, West Virginia

Joseph E. Flaherty

MULTI-STATE TEACHER EDUCATION PROJECT

Questions and Answers

1. WHAT WAS THE SOURCE OF THE LETTERS IN THE WORD "M-STEP"?

   The letters which formed the word M-STEP were the first letters in the name of a federally funded interstate project; the "Multi-State Teacher Education Project."

2. WHAT STATES WERE INCLUDED IN M-STEP?

   Florida, Maryland, Michigan, South Carolina, Utah, Washington, and West Virginia, widely dispersed geographically, shared many common concerns about teacher preparation and cooperated in the M-STEP program.

3. HOW WAS THE M-STEP PROGRAM FUNDED?

   The program was funded through Section 505, Title V, Public Law 89-10 of the Elementary and Secondary Education Act of 1965. The State Department of Education in Maryland was the fiscal agent for the project as approved by the United States Commissioner of Education on March 10, 1966.

4. WHAT WAS THE PURPOSE OF M-STEP?

   The original M-STEP application submitted on February 25, 1966 to the Unites States Commissioner of Educâtion contained the following statement of purpose:

   > To strengthen the capacity of state departments of education to provide leadership in the development of joint responsibility between local education agencies and teacher education institutions in the preparation of professional personnel, with emphasis on laboratory experiences in elementary and secondary schools.
   >
   > The compact states have been brought together by a mutual concern for strengthening teacher education and a desire simultaneously to widen their leadership roles in their respective states. The multi-state nature of the proposed project is an innovation. By pooling resources and cooperating in pilot programs, it is hoped that a new dimension in the potential of state departments of education will emerge.

5. WHAT WERE THE SPECIFIC GOALS OF M-STEP?

Personnel associated with M-STEP in the various states endeavored to concentrate their activities in four areas:

a. Strengthening laboratory experiences.

b. Exploring the uses of video processes in teacher education.

c. Developing new intrastate patterns of organization in teacher education.

d. Promoting greater interstate cooperation.

6. HOW WAS POLICY DETERMINED?

Under the leadership of Dr. Howard E. Bosley, Director, and Dr. Charles K. Franzen, Associate Director, the Coordinating Board (the seven State Directors of Teacher Education and Certification) met periodically to establish policy and assess the progress of the programs in the seven states.

Note: Information about the program in the seven states may be obtained by writing to the following:

W. Cecil Golden, Assistant Superintendent, State Department of Education, Tallahassee, Florida 32304

W. T. Boston, Assistant Superintendent, State Department of Education, Baltimore, Maryland 21201

Eugene Richardson, State Department of Public Instruction, Lansing, Michigan 48902

George W. Hopkins, Director, State Department of Education, Columbia, South Carolina 29201

N. Blaine Winters, Administrator, State Department of Education, Salt Lake City, Utah 84111

Wendell C. Allen, Assistant Superintendent, State Department of Public Instruction, Olympia, Washington 98501

James D. Thomas, State Department of Education, Charleston, West Virginia 25305

MULTI - INSTITUTION PILOT CENTER FOR STUDENT TEACHING

7. WHY DID THE "CLIMATE" SEEM TO BE RIGHT FOR A NEW AND INCREASED EFFORT TO SEEK SOLUTIONS FOR SELECTED PROBLEMS IN TEACHER EDUCATION?

Prior to 1963, the West Virginia Department of Education, under the leadership of the Division of Teacher Preparation and Professional Standards, and with the aid of the Advisory Council on Teacher Education and Professional Standards, had conducted a restudy of teacher education in West Virginia. This study had established a close informal working relationship among the public schools, the teacher education institutions and the State Department of Education.

According to the West Virginia Code as enacted in 1963, "The education of teachers in the State shall be under the general direction and control of the State Board of Education, which shall, through the State Superintendent of Schools, exercise supervisory control over teacher preparation programs in all institutions of higher education, including student teaching in the public schools, in accordance with standards for program approval stated in writing by the Board. To give prospective teachers the teaching experience needed to demonstrate competence, as a prerequisite to licensure, the State Board of Education may enter into an agreement with county boards of education for the use of public schools. Such agreement shall recognize student teaching as a joint responsibility of the teacher preparation institution and the cooperating public schools and shall include (1) the minimum qualifications for the employment of public school teachers selected as supervising teachers; (2) the remuneration to be paid public school teachers by the State Board, in addition to their contractual salaries, for supervising student teachers; and (3) minimum standards to guarantee adequacy of facilities and program of the public school selected for student teaching. The student teacher, under the direction and supervision of the supervising teacher, shall exercise the authority of a substitute teacher."[1]

In accordance with this mandate, Superintendent Rex M. Smith, Assistant Superintendent John T. St. Clair, and Miss Genevieve Starcher, Director, Division of Teacher Preparation and Professional Standards, were seeking effective ways to exert State leadership in the improvement of teacher education in West Virginia. As a result of their efforts, funding was obtained in 1966 for the employment of Dr. James D. Thomas as the first Coordinator of Preservice and Continuing Education in the State Department of Education. As stated in the job description, he was "to organize and formulate procedures for a statewide student teaching program under the guidelines of the 1963 legislative act and the regulations of the State Board of Education."

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[1]Rex M. Smith, School Laws of West Virginia. Charlottesville: The Michie Company, 1967, 18-2-6

Preliminary materials describing the pilot center indicated that the Coordinator of Preservice Education was to provide general supervision and direction for the pilot center to be established in West Virginia.

The need for a full partnership in this phase of teacher education had been expressed, discussed and described many times at the state and national level.[2] Dr. Robert B. Hayes, Dean of Teachers College, Marshall University, had given major consideration to this topic at the December 2, 1965, meeting of the West Virginia Association for Student Teaching. At that he said, "It is imperative that the three groups of educational workers in the state which have a special interest in the preparation of good teachers--the chief state school agency, the public schools, and the teacher education institutions--share in the preparation of the program just as they must share in its operation."

Major emphasis was also given to the need for a full partnership in teacher education at the State Department conference for School Administrators at Jackson's Mill in July 1966.

8. WHAT FACTORS OR CONDITIONS CONTRIBUTED TO THE NEED FOR A CHANGE IN THE STUDENT TEACHING PHASE OF TEACHER EDUCATION IN WEST VIRGINIA?

Many of the problems identified were not unique to West Virginia but because of other factors, they were of a critical nature and proportion. Included were the following:

a. A number of the colleges are located in sparsely populated sections of the state. A shortage of desirable teaching stations and an adequate number of teachers prepared to supervise student teachers made placement of student teachers difficult.

b. A few school systems in metropolitan areas were used by several institutions having greatly different programs and organizational patterns.

c. Cooperation among the colleges and the public schools had been extensive, polite and enjoyable but often times ineffective in meeting the needs of student teaching today.

d. Only a limited number of the supervising teachers had been adequately prepared to assure a positive impact upon the student teacher under his direction.

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[2] Joint Committee on State Responsibility for Student Teaching. Who's in Charge Here? Fixing Responsibilities for Student Teaching. A Discussion Paper. Washington, D.C.; National Commission on Teacher Education and Professional Standards, National Education Association, 1966.

Organized in-service programs were virtually non-existent.

e. The utilization of the talent possessed by the county supervisory and supportive personnel, regional and state curriculum specialists, and consultants was quite limited.

f. With an increasing number of student teachers, some of the colleges were having difficulty in properly funding the widely scattered program.

g. The State Board of Education approved standards for student teaching, developed by the Advisory Council for Teacher Education and Professional Standards in 1963, had not been implemented.

9. WHAT WAS THE MEANING OF THE WORD "CENTER" AS USED IN THIS PROJECT?

The term "Center" referred to an organizational structure rather than to a particular building or set of buildings.

10. WHAT WAS THE MAJOR PURPOSE OF THE PILOT CENTER FOR STUDENT TEACHING IN WEST VIRGINIA?

The Pilot Center for Student Teaching represented an attempt on the part of five teacher education institutions, a county school system, and a State Department of Education to develop cooperatively an organizational structure for planning and implementing an improved student teaching program. This purpose was <u>process</u> oriented with the intention and hope of producing a <u>quality product</u>.

11. WHAT WERE THE SPECIFIC OBJECTIVES OF THE WEST VIRGINIA PILOT CENTER FOR STUDENT TEACHING?

The Pilot Center was intended to serve as an operational vehicle through which the following objectives could be achieved:

a. Realizing more effective and efficient utilization of the available physical and human resources of the teacher education institutions, the public schools, and the State Department of Education in providing student teaching experiences for a rapidly increasing teacher education population.

b. Developing a comprehensive student teaching program flexible enough to meet the needs of student teachers from teacher education institutions which were diverse in nature and organization.

c. Assuming a greater share of the responsibility in planning and implementing the student teaching program by the public school personnel.

d. Developing staff utilization patterns which would facilitate the flow of innovative ideas in student teaching from the "theoretical" setting of the college into the public school classroom.

e. Developing an i -service program designed to increase the effectiveness of the supervising teacher in directing the experiences of the student teachers.

f. Causing the public schools to accept a greater share of the responsibility for planning and implementing the student teaching program.

g. Strengthening of the leadership role of the State Department of Education in the improvement of student teaching programs.

12. WHEN DID THE CENTER BECOME FUNCTIONAL?

The first students were placed by the center coordinator during the spring semester of the 1966-67 school year.

13. HOW DID THE PILOT CENTER COME INTO EXISTENCE?

Under the leadership of the State Department of Education a nine member Advisory Committee, consisting of one representative from each of the five teacher education institutions, three representatives from the Kanawha County Public Schools, and one representative from the State Department of Education, was formed. This Advisory Committee determined broad policy and gave general direction to the Center. Specific planning was accomplished by a number of subcommittees which included personnel from all of the cooperating institutions and agencies. (Refer to Appendix A.)

14. WHAT INSTITUTIONS AND AGENCIES WERE INVOLVED IN THE PILOT CENTER?

Marshall University - A State Supported university located in Huntington.

Concord College - A State supported college located in a predominately rural area at Athens, approximately 80 miles from Charleston.

Morris Harvey College - An independent liberal arts college located in Charleston.

West Virginia Institute of Technology - A State supported technical school with a teacher preparation program at the secondary level located at Montgomery.

West Virginia State College - Formerly an all Negro, State supported college located at Institute, a suburb of Charleston.

Kanawha County Public Schools, Charleston, West Virginia.

West Virginia Department of Education, Charleston, West Virginia.

15. WHY WERE THESE PARTICULAR INSTITUTIONS AND AGENCIES SELECTED FOR PILOT PROGRAM?

Three of the five institutions regularly placed most of their student teachers in the Kanawha County schools. Previously a cooperatively organized committee had been functioning in order to achieve improved placement procedures for the student teachers assigned to the Kanawha County schools.

The professional leadership of the Kanawha County schools possessed the desire and competence to participate in a program designed to give greater responsibility for teacher preparation to the public school personnel. The qualified personnel, teaching stations, facilities and equipment so essential to effecting a quality student teaching program were present in Kanawha County.

16. WHO HAD MAJOR RESPONSIBILITY AND INVOLVEMENT WITH THE M-STEP PILOT CENTER IN WEST VIRGINIA DURING 1966-68? (Refer to Charts B and C in Appendix.)

State Department of Education

Rex M. Smith, State Superintendent of Free Schools

John T. St. Clair, Assistant State Superintendent, Bureau of Instruction and Curriculum

*Genevieve Starcher, Director, Division of Teacher Preparation and Professional Standards and Coordinating Board member. (Retired, June 30, 1968)

Dr. James D. Thomas, Coordinator of Preservice and Continuing Education (Currently the Director, Division of Teacher Preparation)

John B. Himelrick, Sr., Project Director (Currently the Assistant State Superintendent of Administration)

Kanawha County Schools (Central Office)

Walter F. Snyder, Superintendent of Schools

*Ralph Brabban, Assistant Superintendent for Personnel and Chairman of initial Advisory Committee

*John Santrock, Assistant Superintendent of Secondary Education (Currently an Associate Superintendent and Chairman of Advisory Committee)

*Winifred Newman, Assistant Superintendent for Elementary Education

John Goetz, Assistant Superintendent of Secondary Education (Currently a member of the Advisory Committee)

Colleges and Universities

*Prof. Wilmer Doss, Chairman of Education Department, Morris Harvey College

Prof. Lawrence Jordan, Chairman of Education Department, West Virginis State College (Retired)

Dr. Harry Scott, Chairman of Education Department, West Virginia State College

*Prof. Isaac Mitchell, Director of Educational Services, Concord College

*Dr. Hubert Near, Director of Teacher Education, West Virginia Institute of Technology (Deceased)

Dr. Donnell Portzline, Director of Teacher Education, West Virginia Institute of Technology

*Dr. Lawrence Nuzum, Director of Student Teaching, Marshall University

17. HOW MANY STUDENTS WERE ASSIGNED TO THE PILOT CENTER PROGRAM?

During the spring semester of the 1966-67 school year, a total of 26 students (nine elementary and 17 secondary) were involved. Thirty-one student teachers (eight elementary and 23 secondary) were enrolled in the program during the first semester of 1967-68, and 27 (nine elementary and 18 secondary) were enrolled for student teaching in the pilot center program during the second semester of 1967-68.

*Members of original Advisory Committee

This number represented only a small proportion of the total student teachers of the five involved teacher preparation institutions.

18. HOW WERE THE STUDENT TEACHERS SELECTED FOR THE PROGRAM?

The students volunteered to become a part of an experimental program in student teaching. In many instances, additional students would have participated if their class schedule and personal responsibilities would have permitted.

19. HOW MANY PUBLIC SCHOOLS WERE INVOLVED IN THE PILOT CENTER?

A total of four different elementary schools, nine junior high schools and seven senior high schools were involved.

20. HOW WERE THE SCHOOLS SELECTED?

Three of the four elementary schools were selected because they were in close proximity, but served students having varying back-grounds. In addition, the building principals and faculty indicated a desire to participate in the program.

The other schools were utilized, with the administrators approval, because teachers were available and willing to be a part of a teacher preparation program that placed greater responsibility on the supervising teacher and the other public school personnel.

According to the State Board of Education approved standards, the school utilized for observation and student teaching shall be selected jointly by the county superintendent of schools, after consultation with his supervisory staff and cooperating principals and the college representative.

Each school selected as a center for observation and student teaching shall:

a. Have administrative and instructional leaders at the county level who are genuinely interested in the preparation of teachers and who will cooperate with the college in the teacher education program.

b. Have a faculty composed of competent teachers who have a high sense of commitment to the values which give integrity to teaching and a personal desire to participate in the student teaching program.

c. Have a principal and faculty who will accept the responsibility of interpreting to the community the importance of the school's role in the improvement of public education.

d. Include those grades, courses, and special groups that a student teacher may be required to teach according to the program he is completing and the certificate for which he is working.

e. Encourage experimentation and innovation.

f. Meet satisfactory standards of safety, heating, lighting, and ventilation.

g. Be equipped with an adequate library and up-to-date instructional aids e.g., maps, globes, charts, audio-visual equipment.

h. Hold first class accreditation by the State Department of Education. In selecting secondary school centers, preference shall be given to schools which are accredited by the North Central Association of Colleges and Secondary Schools.

21. HOW WAS THE ROLE OF THE SUPERVISING TEACHER IN THE PILOT CENTER FOR STUDENT TEACHING DELINEATED?

The Standards For The Accreditation of Undergraduate Teacher Preparation Programs In West Virginia includes the following statements about the role of the supervising teacher:

a. A supervising teacher is defined as a teacher who, in addition to his regular teaching assignment, is directly responsible for supervising the student teaching experiences of a student enrolled in a West Virginia institution of higher education accredited for teacher preparation.

b. The supervising teacher shall retain full authority over all aspects of the school's program e.g., instruction, discipline, and pupil evaluation. Responsibility will be delegated to the student teacher on a temporary basis. At such times the student teacher shall exercise the legal authority of a substitute teacher.

c. The supervising teacher shall be in his classroom the optimum amount of time necessary to assure the most successful educational experience for

the students and the student teacher. His absences from the classroom shall be carefully planned in accordance with the needs of the pupils and the demonstrated competence of the student teacher.

The following statements concerning the characteristics of the supervising teacher are also included in the Standards.

Eligibility to serve as a supervisor of student teachers shall be based on the judgment that the teacher has professional qualities which distinguish him as a person who is a superior teacher in his own right in that he:

a. Is basically a learner, striving always to improve his ability to carry out his assigned responsibilities.

b. Possesses a positive professional attitude and displays respect for teaching as his chosen profession.

c. Will be a cooperative participant in the total school program and in the teacher education activities of the school.

d. Will be able to work effectively with other teachers, parents, student teachers, and college supervisors.

e. Will be able to assist the student teacher in the development of his instructional skills.

f. Will be able to help the student teacher evaluate himself.

g. Is capable of making an objective evaluation of the progress of the student teacher in order to document the strengths and weaknesses of the student for the college supervisor.

The supervising teacher in the M-STEP program was also expected to:

a. Provide the student teacher with an example of high professional interest and ability.

b. Provide for the orientation of the student to the school, the classroom, the pupils, and the community.

c. Induct the student teacher into teaching through a developmental program paced to meet his needs and abilities.

d. Help the student to develop effectiveness in teaching through cooperative planning.

e. Assist the student teacher in planning observation and participation activities in other subject matter areas, at other grade levels, and in related curricular and extra-curricular activities.

f. Accept the student teacher as a professional colleague.

g. Assist the student teacher in developing a pattern of personal and professional growth through constant self-appraisal.

h. Establish the pattern for personal and professional improvement by participating in the in-service program for supervising teachers.

22. WHAT WAS THE ROLE OF THE STUDENT TEACHER IN THE STUDENT TEACHING CENTER?

The student teacher played the central role in the student teaching process because it was for his benefit that the program existed. Consequently, it was essential that student teachers come to the student teaching experience with a clear understanding of the basic purpose of the experience and the specifics of the role he was to play.

The primary purpose of the student teaching experience was to provide the student teacher with an opportunity to synthesize the educational theory he had studied and the actual experience of teaching. During the student teaching experience he had opportunity, under the guidance of mature educators, for continuous self-evaluation as a means of developing competence in the skills and attitudes essential to successful teaching.

The student teacher's role was a dual one in that he was both student and teacher. The following delineation of expectations and responsibilities was designed to help him function successfully during this difficult phase of teacher preparation.

The student teacher was expected to:

a. Bring to the student teaching experience an adequate knowledge of basic subject matter, human growth and development, and teaching techniques and procedures.

b. Display enthusiasm and interest in the student teaching experience.

c. Show initiative by attempting different teaching techniques in an effort to discover and develop an appropriate style of teaching.

d. Demonstrate responsibility in accepting and completing assigned tasks.

e. Develop a pattern of personal and professional growth through constant self-appraisal and acceptance of constructive criticism.

f. Display a highly professional attitude with respect to confidential information about children and with respect to relationships with colleagues and students.

g. Complete promptly all assignments required by the supervising teacher, the Student Teaching Center, and the teacher preparation institution.

h. Plan all work and submit plans to the supervising teacher prior to teaching a class.

i. Comply with all school system and building regulations which regularly employed teachers are expected to observe.

j. Observe pattern of conduct expected of professional personnel.

k. Dress appropriately for a professional person.

23. HOW WAS THE ROLE OF THE BUILDING PRINCIPAL DEFINED?

The Standards state specifically that the school as a center for observation and student teaching shall "have administrators ... who encourage experimentation and innovation" and that each shall "have a principal ... who will accept the responsibility of interpreting to the community the importance of a school's role in the improvement of public education."

In addition to the responsibilities identified or implied in the State Board of Education approved standards, the building principal was expected to:

a. Assist in the selection of supervising teachers.

b. Provide an atmosphere conducive to a quality student teaching experience.

c. Assist in the orientation of the student teacher to the staff, facilities, and services of the school.

d. Protect the student teacher against exploitation.

e. Work closely with the Center staff, the supervising teacher, the student teacher, and other resource personnel in order to insure a strengthened instructional program for the students.

24. WHAT WAS THE ROLE OF THE KANAWHA COUNTY SCHOOLS?

The public school system provided:

a. The facilities, instructional personnel, and administrative arrangements necessary for an adequate student teaching program.

b. In-service credit, through the Kanawha County In-service Program for teachers enrolled in the Pilot Center In-service Program.

c. Cooperation with the Pilot Center staff in the selection of the supervising teachers, the selection of the participating schools, and the placement of student teachers.

d. Administrative leadership to involve all segments of the teaching profession in implementing the student teaching program.

25. WHAT WAS THE ROLE OF THE TEACHER EDUCATION INSTITUTIONS?

The teacher education institutions provided:

a. Students, to be assigned by the Center, who had demonstrated a readiness for student teaching by their performance in subject matter courses, professional courses, and personal behavior.

b. Professional staff time to be utilized in the Seminars for student teachers, the In-service Program for supervising teachers and in consultative services to the Center staff and the Advisory Committee.

26. WHAT WAS THE ROLE OF THE WEST VIRGINIA DEPARTMENT OF EDUCATION?

The State Department of Education, through the Pilot Center Director, provided:

a. Overall coordination and direction of the Pilot Center.

b. Leadership in developing a Center staff consisting of personnel from appropriate levels of the public schools, the cooperating teacher education institutions, and the State Department of Education. The staff provided:

   (1) A seminar experience for student teachers which utilized the resources of the cooperating groups.

   (2) An in-service program for supervising teachers which utilized the resources of the cooperating groups.

   (3) Administrative, supervisory, and consultative services to supervising teachers, student teachers, and others involved in the program.

c. Cooperation with the teacher education institutions and the public schools in the selection of the supervising teachers, the participating schools, and in the placement of the student teachers.

d. Leadership and coordination in the evaluation of the project.

27. WHAT DIRECTION WAS GIVEN WITH RESPECT TO THE NATURE OF THE STUDENT TEACHING EXPERIENCE?

Information was provided to the supervising teacher in the in-service sessions and by printed material. Basic assumptions underlying this part of the student teaching program were as follows:

a. Teacher competency is a result of quality experience, and is related only secondarily to the quantity of experience.

b. The highest quality of experience will normally be attained only when the cooperative efforts of the supervising teacher, the school principal, the personnel of the State Department of Education, and the college personnel are directed toward the one goal of improving the quality of education in the classroom.

In view of these assumptions an attempt was made to outline some basic principles which would serve as a guide for the personnel responsible for directing the student teaching experience.

a. Learning to teach is a developmental process.

b. Student teachers differ with respect to background and ability and therefore have different needs.

c. Teaching and observing should be alternating activities during the student teaching experience.

d. The supervising teacher and the student teacher must plan together through regularly scheduled conferences.

e. Opportunities should be provided for the student teacher to observe as many instructional approaches in various fields and at different grade levels as is practical.

f. Opportunities should be provided for the student teacher to observe the role of the teacher outside the classroom; e.g., working with the principal, supervisors, and other teachers.

g. Student teachers should have opportunities to help establish and maintain good working relationships with parents and the school community.

h. Student teachers should have opportunities to learn about available resources, including those from the college, the county schools, and the State Department of Education.

i. Student teachers need practice in interpreting their observations and experiences by writing a log or other critical evaluations.

28. WHAT PROCEDURE WAS FOLLOWED IN EVALUATING THE STUDENT TEACHER DURING AND AFTER THE STUDENT TEACHING EXPERIENCE?

Supervising teachers were asked to evaluate students by use of the instruments designed specifically for this program. Grades were not assigned by the supervising teachers. In addition to completing somewhat traditional check-list evaluation forms, supervising teachers were asked to prepare narrative written evaluations that contained specific references to strengths, weaknesses, growth patterns, and the overall teaching potential of the student.

Believing that self-appraisal would lead to greater self-improvement, the mid-term progress report form was completed by the student teacher and then discussed by them and their supervising teacher.

The final evaluative judgments were to be based on a comparison of the student teacher to the "typical" first year teacher. The form was accompanied by some suggestions for evaluation, e.g., characteristics of a superior student teacher and characteristics of an above average student teacher.

29. WHAT WERE THE OBJECTIVES OF THE STUDENT TEACHER'S WEEKLY SEMINAR PROGRAM?

The leadership provided by the M-STEP staff, college and university supervisors and Kanawha County personnel endeavored to guide rather than dominate the student oriented sessions. The objectives were:

a. To provide an orientation period for student teachers with respect to the nature of their opportunities and responsibilities during student teaching.

b. To acquaint the student teacher with the philosophy and practices of the cooperating school system.

c. To provide a forum for the exchange of ideas and the discussion of common problems among students from the five cooperating teacher education institutions.

d. To help the individual student teacher develop new competencies and to reflect and draw upon the teaching situation in order to strengthen and develop essential teaching skills.

e. To provide experiences which would enable the student teacher to relate theory to practice.

f. To provide activities which would stimulate and continue the professional growth of the student teacher.

30. WHAT WERE THE OBJECTIVES OF THE IN-SERVICE PROGRAM FOR THE SUPERVISING TEACHERS?

The in-service program was designed to help prepare the supervising teacher to become the most effective teacher of teachers possible. The objectives were:

a. To provide a forum for the exchange of ideas and information among supervising teachers, personnel from the cooperating teacher education institutions,

county staff personnel, and State Department of Education personnel.

b. To provide a forum for the sharing of ideas and common experiences among the supervising teachers.

c. To provide instruction and information designed to increase the proficiency and promote the professional growth of the supervising teachers.

d. To provide opportunity for the supervising teacher to become aware of the new developments, trends, and materials in the area of student teaching.

e. To provide an organizational pattern for better utilization of human and material resources from the cooperating institutions and agencies.

31. HOW WERE THE PROFESSIONAL MATERIALS LISTED IN THE CATALOG OF PROFESSIONAL MATERIALS UTILIZED?

A library of more than 300 pamphlets and books and 25 films and filmstrips, primarily concerned with student teaching and methodology was located in the office of the Director of the Center. Multiple copies of recently published materials were placed on deposit in each of the schools where student teachers were assigned.

32. WHAT PROBLEMS WERE ENCOUNTERED IN THE ORGANIZATION AND OPERATION OF MULTI-INSTITUION STUDENT TEACHING CENTERS?

Although the teacher preparation programs in the institutions had been designed for approval under the Standards for the Accreditation of Undergraduate Teacher Preparation Programs in West Virginia, they differed in administrative structure and operational procedure. The five autonomous teacher education institutions cooperatively overcame many problems that demanded cooperation in fact as well as in document. The spirit of genuine cooperation on the part of each institution and agency prevented the project from becoming bogged down in administrative detail and confusion.

A listing of some specific problems encountered would include the following:

a. Fear that standardization or rigidity of program would result. (This fear, expressed by several institutions, tended to disappear as the project developed and the Advisory Committee was

able to bring about changes in the program when feedback from the periodic evaluations suggested the need for change.)

b. Concern that the State Department of Education would dominate the student teaching program. (This fear decreased when the Advisory Committee was formed and it became obvious to all parties that such domination was not possible.)

c. A paternalistic attitude on the part of some college personnel made it difficult for them to surrender the responsibility for supervision of the student teacher. (Total responsibility for supervision was given to the supervising teacher and other public school personnel.)

d. Adoption of a single student teaching calendar. (This was achieved for the first semester, but a dual calendar was adopted for the last two semesters of the Pilot Center operation.)

e. Development of an acceptable plan for funding of the program when federal funds were discontinued. (Refer to material in Appendix D.)

33. WAS THE STUDENT TEACHING CENTER CONTINUED AFTER THE FEDERALLY FUNDED PROJECT WAS DISCONTINUED?

The Kanawha County Student Teaching Center has emerged into a full partnership in teacher education for six institutions and the Kanawha County schools. The Coordinator of Preservice Education of the State Department of Education was designated as a member of the Center Coordinating Committee.

APPRAISAL - IMPACT ON TEACHER EDUCATION - ADDITIONAL INFORMATION

34. TO WHAT EXTENT HAS THE PROGRAM BEEN EVALUATED?

An evaluation was conducted at the end of each student teaching semester with the major facets of the program, the student teaching experience, the student seminars and the in-service program, being evaluated by use of instruments prepared for this purpose. (Copies of these forms may be found in Appendix B of the West Virginia M-STEP Final Report.)[3] The initial feedback received was the basis for the changes made in the procedures and materials used in the Pilot Center for Student Teaching during the second year of operation.

35. AS VIEWED BY THE STUDENT TEACHER, WHAT ASPECTS OF THE STUDENT TEACHING EXPERIENCE WERE THE MOST VALUABLE?

Comments included the following:

a. Meeting to plan with the total faculty was especially helpful.

b. The helpfulness of the school staff made the experience profitable.

c. Being able to visit different schools and see different situations broadened our horizen.

d. The visit to the Board of Education building to see what was available in the county was quite profitable.

e. The freedom to plan and teach with constructive criticism from the supervising teacher was appreciated.

f. The seminars - the trip to Sunrise (Art Museum and cultural center); the Kanawha County Board of Education; and the demonstrations were especially helpful.

g. Being a part of a professional atmosphere sold me on becoming a teacher.

h. The opportunity to learn about so many facets of the entire school system, not just the department and the school in which I taught was most valuable.

i. A chance to evaluate myself made the experience have meaning and exceedingly profitable.

j. Knowing that I was to be evaluated and offered criticism by the supervising teacher who was present rather than by a college person who

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[3]Note: Eleven of the forms in Appendix B were adaptations of forms printed in the following publication: William R. Davenport, D.C. Lang and James D. Thomas, Handbook for Secondary Supervising Teachers and Student Teachers. Indianapolis: Butler University, 1966. 73 Pages.

"dropped in" sporadically made it a pleasant and profitable program.

36. WHAT WERE THE REACTIONS OF THE STUDENT TEACHERS TO THE JOINT SEMINAR PROGRAMS?

Strengths listed included the following:

a. The seminars provided practical information and materials for the student teacher.

b. The number of people at the seminars was small, thus allowing each student teacher an opportunity to express himself. Most of the speakers at the seminars were interesting and worthwhile. Having the seminars at different places made them more interesting.

c. Meeting supervisors and other personnel in an informal, friendly atmosphere helped develop a professional relationship among us.

d. I enjoyed the seminars because they were informative and yet not quite as formal as a class. It involved not only ideas for teaching but also information as to resources available to the teachers.

e. They provided a chance to exchange ideas with student teachers from different colleges.

f. There were many varied subjects, the programs were well planned and interesting in most cases, and we had an opportunity to meet some of the personnel with whom we may be working later in our careers.

g. The student teacher was exposed to the internal organization of the Kanawha County School System. (Very few of the teachers in the county have actually seen as much as we did. Neither had they had the opportunity to personally meet many of the school county officials.) Under the M-STEP program the student teacher was in the classroom working during the seminars instead of studying about hypothetical cases from textbooks.

h. The close cooperation among members of the Kanawha County education staff was helpful.

i. The opportunity to meet people from different colleges in the area was a strong point. I enjoyed the informality and the friendliness of the people met, both peers and county people, in the seminar programs.

j. The seminars allowed freedom of expression from students and provided excellent speakers. The atmosphere provided, enabled the student teacher to "speak his mind."

k. A public school atmosphere and not the typical college atmosphere prevailed.

l. I especially profited from hearing what the other student teachers were doing in terms of methods, problems confronted, etc. I also thought it was a good experience to have the opportunity to listen to faculty members of the different education departments.

m. The meeting with the county supervisor in my area was a profitable experience for me. I learned what the elementary children were doing in my field.

Weaknesses listed included the following:

a. One or two seminars should have been set aside for discussion of problems the student teachers encountered in their schools. (Problems concerning children, supervising teachers, and every other aspect of the student teaching experience should have been discussed.)

b. Least valuable to us were the programs which dealt with subjects which were already familiar to many of us.

c. The sessions were too short and too late in the day.

d. There was too much concentration on "lecture" in order to provide background ideas or theory, and not enough emphasis on student discussion of problems which were encountered.

e. The meeting with the supervisors in the subject areas should have been held earlier in the program so student teachers could have utilized these people and their ideas during the teaching experience.

37. WHAT WERE SOME OF THE COMMENTS OF THE SUPERVISING TEACHERS REGARDING THIS KIND OF STUDENT TEACHING EXPERIENCE?

The student teachers had:

a. The freedom to plan a unit as desired by the supervising teacher;

b. The opportunity to exchange ideas with students from other institutions;

c. The opportunity to learn by observing many teachers, utilizing different techniques and approaches to teaching;

d. The opportunity to use a great variety of materials and equipment;

e. Seminars in the school;

f. A wide variety of experiences;

g. Close association with the total faculty;

h. The opportunity to observe and participate in parent-teacher conferences; and

i. The need for an impartial consultant working closely with them and the supervising teacher.

38. WHAT WERE THE REACTIONS OF THE SUPERVISING TEACHERS TO THE IN-SERVICE PROGRAM?

Comments made by the supervising teachers included the following:

a. The seminars hit on problems we encountered.

b. This was my first experience with a student teacher and I felt secure in undertaking it because of the help which was offered.

c. The in-service program served the purpose of promoting professional growth.

d. I learned about some of the ideas and trends for preparing teachers used in other parts of the country.

e. I knew nothing about supervising student teachers, however, this experience itself gave me confidence in this area.

f. The discussions regarding what we were supposed to be doing were enlightening and made me feel totally inadequate which in turn stimulated me to improve my attitude and techniques as a supervising teacher.

g. The in-service program helped me to analyze myself in relationship to being a supervisor and also as to my effectiveness as a teacher. I liked taking the "long hard look."

h. There was an exchange of ideas between the student teacher and the supervising teacher.

Supervising teachers also desired:

a. More meetings with student teachers present;

b. A closer look at supervising teachers -- their responsibilities and qualifications;

c. A clearing house for the placement of student teachers and the application of the same general standards for all student teachers in the school area;

d. More time devoted to problems of mutual concern;

e. Building principals to have a limited number of in-service sessions; and

f. Seminars especially designed to help supervising teachers work with student teachers who would be working with poor and disadvantaged youth.

39. WHAT HAS BEEN THE IMPACT OF THE WEST VIRGINIA M-STEP PROJECT ON TEACHER EDUCATION IN WEST VIRGINIA?

Recognizing that the personnel of the State Department of Education were committed to the student teaching center concept prior to the employment of the State Coordinator of Preservice Education and the Director of M-STEP in the spring of 1966, the following activities reflect, in part, the impact of the Pilot Center for Student Teaching:

a. Development of a greater awareness, and acceptance, of the responsibility the public schools have in the process of preparing teachers.

b. Organization of the Kanawha County Student Teaching Center.

c. Organization of a student teaching advisory committee among those concerned with student teaching in the Wood County schools.

d. Exploratory meetings to consider establishment of student teaching centers have been held with personnel involved with the student teaching programs in the

(1) Princeton-Bluefield area
(funds are to be budgeted)

(2) Clarksburg area

(3) Wheeling-Weirton area

e. A statewide organization of the directors of student teaching was formed in order to consider the implementation of the student teaching center concept and other problems related to student teaching.

f. A three-day M-STEP Conference held in October, 1967 helped disseminate information about new patterns and processes in student teaching. Special emphasis was given to the utilization of micro-teaching and video processes in student teaching.

g. Statewide conferences and regional meetings have given attention to the student teaching center concept.

h. The West Virginia unit of the Association for Student Teaching devoted a major share of their 1968 annual meeting to consideration of the student teaching center concept.

i. The M-STEP program and related activities has resulted in a greater awareness of the standards for student teaching as published in the Standards For The Accreditation Of Undergraduate Teacher Preparation Programs In West Virginia. (Refer to Appendix E)

j. IBM Data Processing cards are being prepared to be used in the identification of supervising teachers.

k. The West Virginia M- STEP project helped focus attention on the need for State Board of Education approved guidelines for experimental programs in teacher education. (See Appendix F for guidelines approved in January, 1969)

l. Permissive legislation has been enacted in order to encourage the organization and cooperative funding of additional student teaching centers. (See Appendices G and H for supporting information and a copy of the legislation enacted.)

m. Emphasis focused on student teaching helped support the request for state funding of the student teaching program. (Remuneration of supervising teachers in accordance with preparation and licensure.) (Appendix I)

The personnel concerned with teacher preparation in the Bureau of Instruction and Curriculum of the State Department of Education again officially stated their commitment to the student teaching center concept in April, 1968. The Coordinator of Preservice and Continuing Education in the Division of Teacher Preparation is to have the State Department leadership responsibility. (See Appendix J for the State Department Organizational Structure for Teacher Education in West Virginia.

40. WHERE CAN ADDITIONAL INFORMATION ABOUT THE PILOT CENTER FOR STUDENT TEACHING BE OBTAINED?

The publications listed below and additional information may be obtained by writing to:

Dr. James D. Thomas, Director of Teacher Education, or
Mr. Joseph E. Flaherty, Coordinator of Preservice Education
State Department of Education
Charleston, West Virginia 25305

Catalog of Professional Materials, 1967 revision
West Virginia M-STEP Final Report, July 1968
Copies of selected forms and materials
M-STEP - Small Project Grant - Final Report, March, 1969

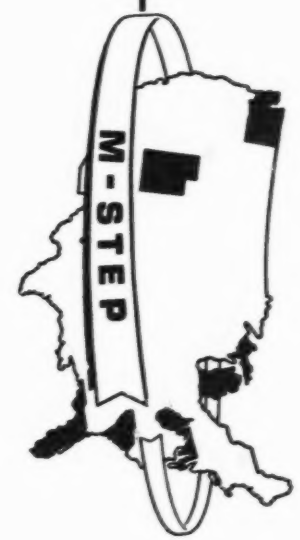
41. WHERE CAN I OBTAIN INFORMATION ABOUT THE MULTI-INSTITUTION STUDENT TEACHING CENTER IN KANAWHA COUNTY?

Contact one of the following for information or for copies of the publication, Kanawha County Student Teaching Center (Multi-Institutional):

Mr. Walter F. Snyder, Superintendent of Schools

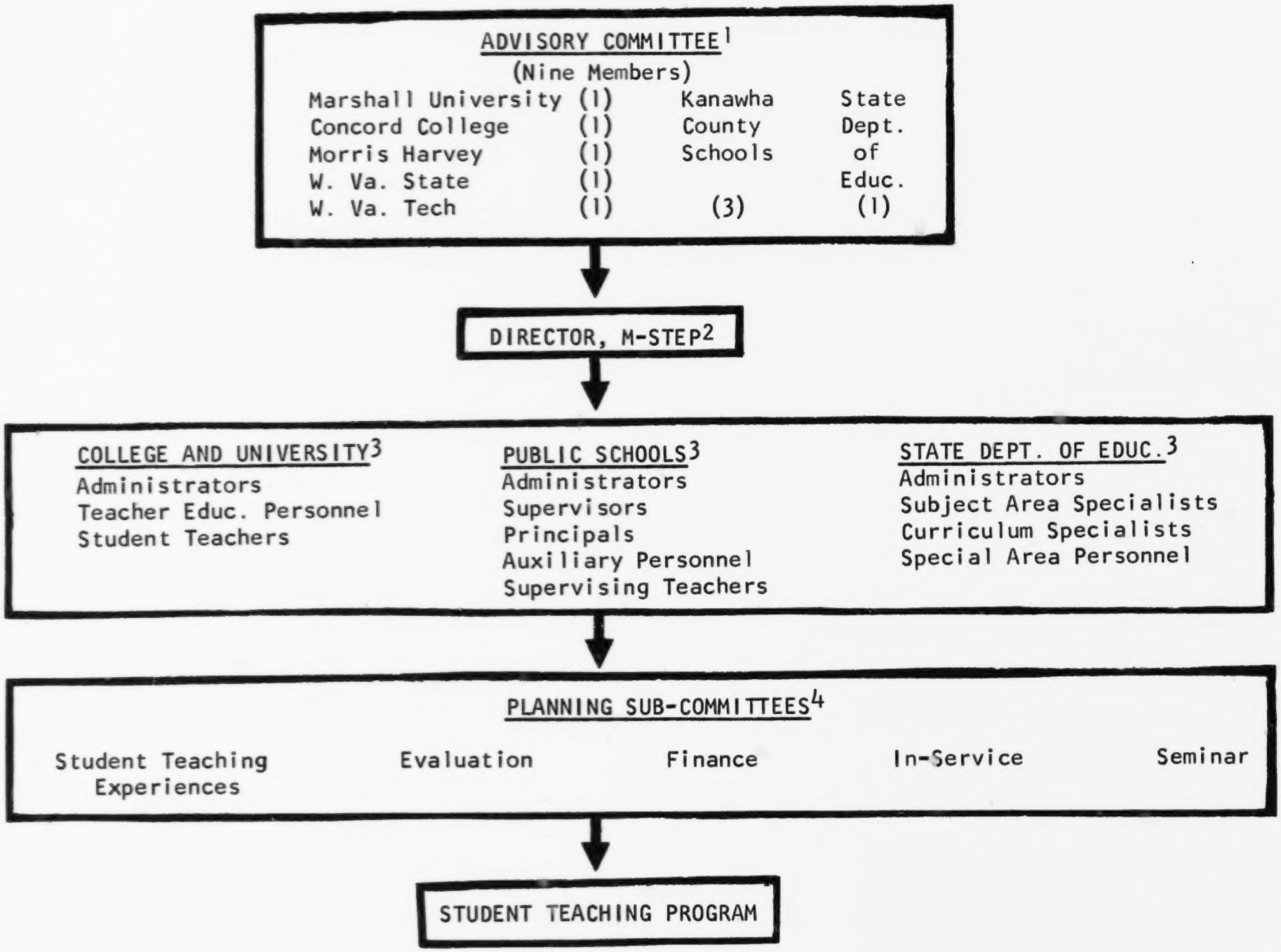
Mr. John Santrock, Associate Superintendent and Chairman of the Advisory Committee

Mrs. Kathryn Maddox, Coordinator of Kanawha County Student Teaching Center
200 Elizabeth Street
Charleston, West Virginia 25311



APPENDICES

PILOT CENTER FOR STUDENT TEACHING



[1]The Advisory Committee served as a planning and policy setting body within the framework of the M-STEP proposal.

[2]The Director served as an administrator of the program and coordinator of the resources of the teacher education institutions, the public schools and the State Department.

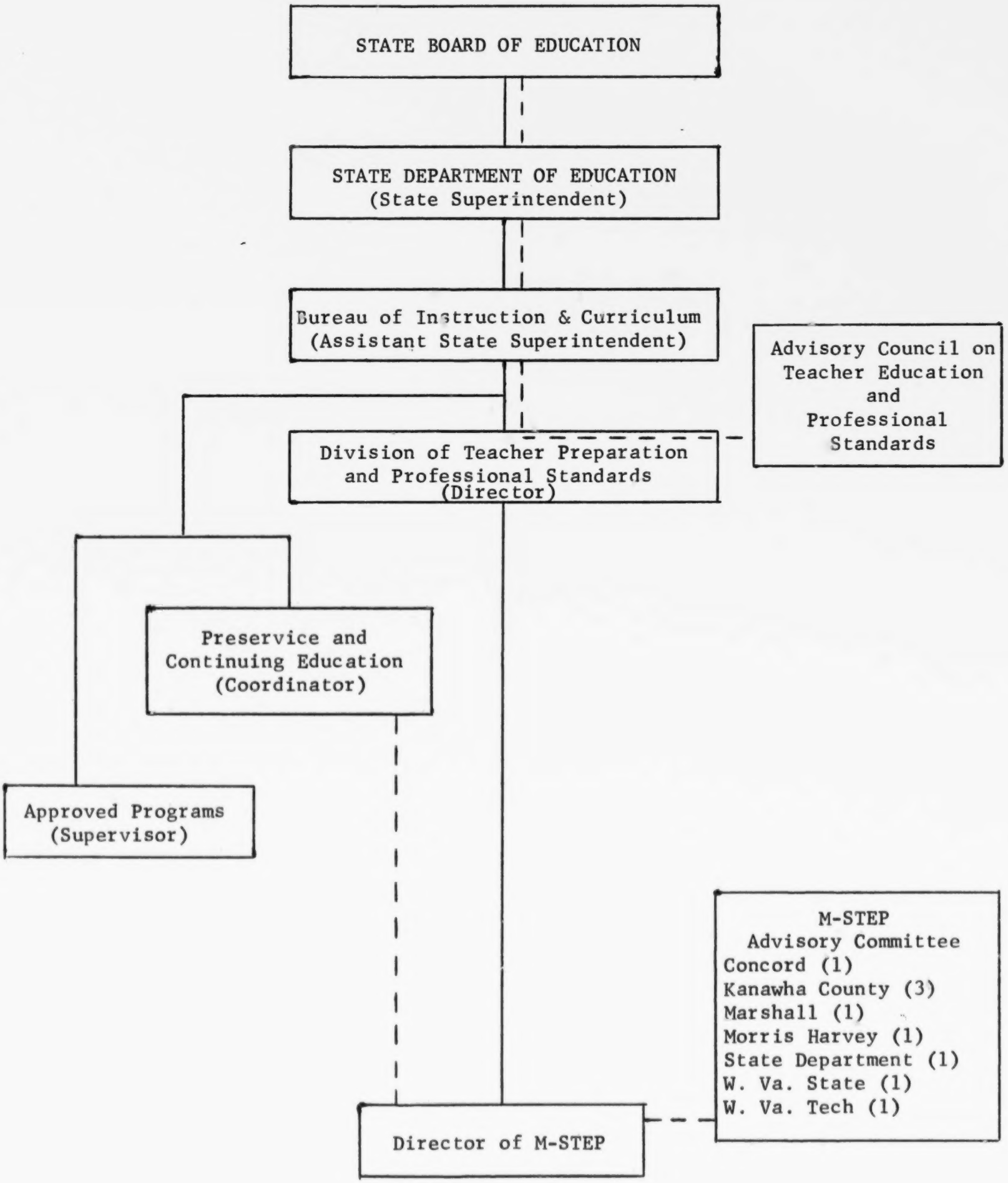
[3]Personnel involved in planning the student teaching program.

[4]The sub-committees were composed of broad representation from the three groups.

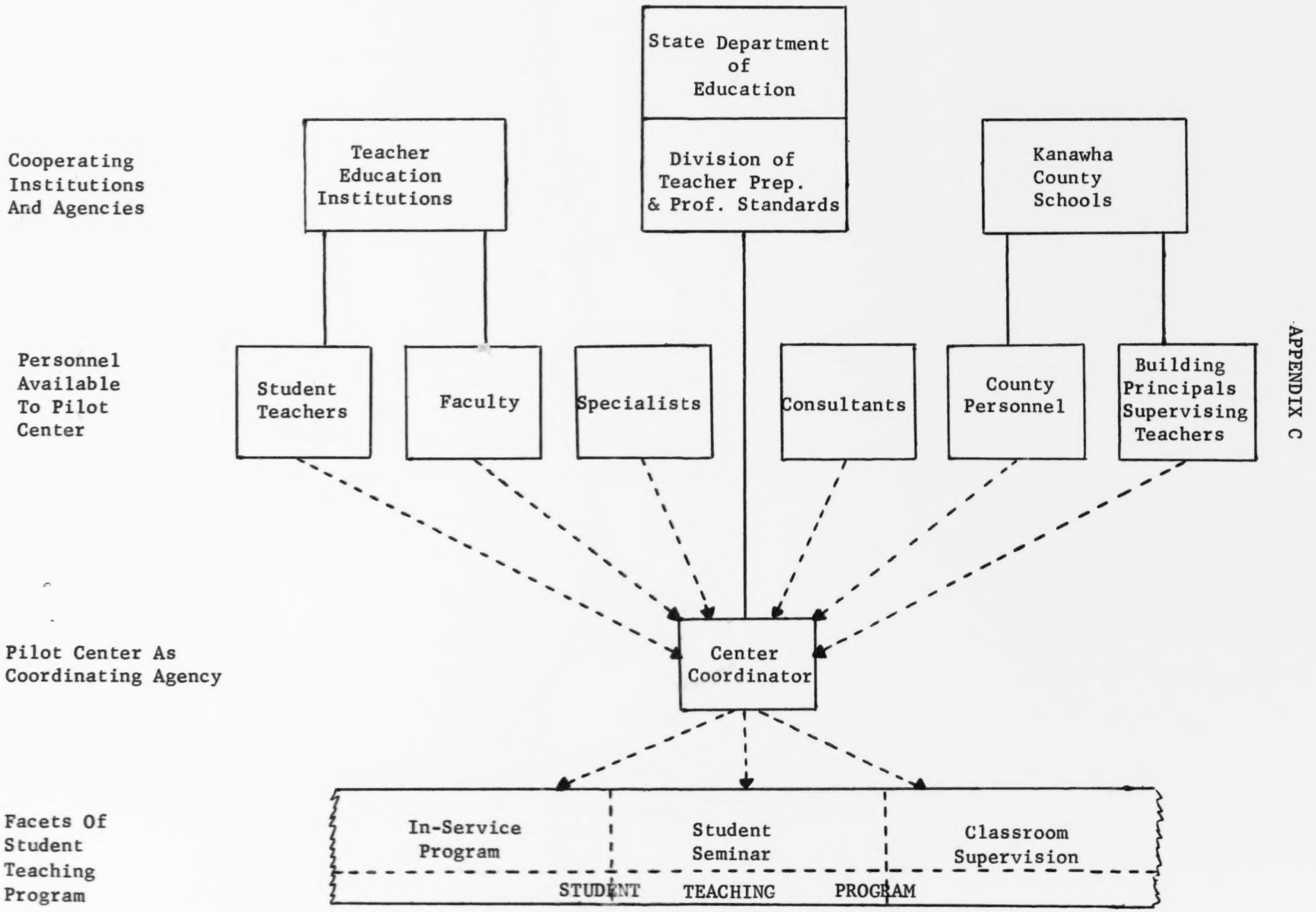
Appendix B

ORGANIZATIONAL STRUCTURE FOR M-STEP

(1966-68)



M-STEP
PILOT CENTER FOR STUDENT TEACHING



APPENDIX D

A SET OF PROPOSALS FOR THE CONTINUATION OF THE M-STEP CONCEPT IN WEST VIRGINIA

GENERAL PROPOSALS

I. The West Virginia State Department of Education, through the Division of Teacher Preparation and Professional Standards, shall take the initiative in encouraging the establishment of Centers for student teaching throughout the State.

II. Such Centers as shall be established shall have the services of the Coordinator of Preservice Education, employed by the State Department of Education and charged with liaison responsibilities between the Department and the Student Teaching Centers.

III. The purposes of Student Teaching Centers shall be as follows:

A. To provide more efficient and effective organizational patterns for student teaching to meet the needs of an ever increasing student teaching population.

B. To promote and encourage collaboration on the part of teacher education institutions, public schools, and the State Department of Education in developing quality student teaching programs.

C. To provide in-service training for supervising teachers designed to upgrade their skills as supervising teachers.

D. To strengthen the leadership role of the State Department of Education in encouraging the implementation of existing standards for student teaching.

SPECIFIC PROPOSALS

The following proposals are based on the successful operation of the M-STEP Pilot Center for Student Teaching in Kanawha County during the second semester of the 1966-67 school year and the first semester of the 1967-68 school year.

They represent a suggested approach to continuing the Student Teaching Center concept as developed in the M-STEP Pilot Center program.

Name of Center

Kanawha County Student Teaching Center

Organization of Center

A. Student Teaching Center Policy Committee

1 member from each teacher education institution
3 members from Kanawha County
1 member from the West Virginia State Department of Education

B. Director of Teacher Education Services

1. Selected by the Policy Committee to serve as secretary to that committee and Director of the Student Teaching Center.

2. Position to be jointly financed by the cooperating teacher education institutions and Kanawha County schools.

3. The Director shall occupy a staff position in the Kanawha County organization and shall have an office in quarters provided by the county.

4. Kanawha County shall act as the fiscal agent for the Center.

C. Staff

Size of staff would be determined by the student teacher population. The following is suggested if all student teaching stations are included in the Center.

1. Supervisor of Teacher Education Services, Elementary.

2. Supervisor of Teacher Education Services, Secondary.

3. Building and/or Area Coordinators of Teacher Education Services (These to be classroom teachers with Teacher Education Associate Certification, released ½ day for 15-20 student teachers assigned).

D. Financing

Joint financing of the Center shall include contributions by the teacher education institutions, Kanawha County schools, and the State Department of Education. The following is a suggested distribution of financial responsibility.

1. Teacher Education Institution

$150 per student teacher assigned to Center.

2. Kanawha County Schools

   a. One-third of the salary for the Director and the Supervisors.

   b. Released time for building and area Coordinators.

   c. Office space for Center staff.

   d. Facilities in public schools for student teachers.

3. West Virginia State Department of Education

   a. Payment for supervising teachers according to scale recommended in Standards For The Accreditation Of Undergraduate Teacher Preparation Programs In West Virginia.

   b. Salary of Coordinator of Preservice Education.

APPENDIX E

STUDENT TEACHING CONCERNS FOR WEST VIRGINIA ADMINISTRATORS*

(Jackson's Mill Conference, 1968)

The School as a Center for Observation and Student Teaching

Schools used as centers for observation and for student teaching shall be selected jointly by the county superintendent of schools, after consultation with his supervisory staff and cooperating principals, and the college representative.

Each school selected as a center for observation and student teaching shall:

1. Have administrative and instructional leaders at the county level who are genuinely interested in the preparation of teachers and who will cooperate with the college in the teacher education program.

2. Have a faculty composed of competent teachers who have a high sense of commitment to the values which give integrity to teaching and a personal desire to participate in the student teaching program.

3. Have a principal and faculty who will accept the responsibility of interpreting to the community the importance of the school's role in the improvement of public education.

4. Include those grades, courses, and special groups that a student teacher may be required to teach according to the program he is completing and the certificate for which he is working.

5. Encourage experimentation and innovation.

6. Meet satisfactory standards of safety heating, lighting, and ventilation.

7. Be equipped with an adequate library and up-to-date instructional aids (e.g., maps, globes, charts, audio-visual equipment).

8. Hold first class accreditation by the State Department of Education. In selecting secondary school centers preference shall be given to schools which are accredited by the North Central Association of Colleges and Secondary Schools.

*Based on the State Board of Education approved standards and material prepared for the M-STEP Pilot Center for Student Teaching (materials funded under Title 5, Section 505, P.L. 89-10, ESEA Small Project Proposal).

APPENDIX F

EXPERIMENTAL PROGRAMS IN TEACHER EDUCATION

Philosophy and Policy

Content of Program Proposal

Procedure for Obtaining Approval

Prepared under the direction of

Rex M. Smith

State Superintendent of Free Schools

Bureau of Instruction and Curriculum

Division of Teacher Preparation and Professional Standards

WEST VIRGINIA DEPARTMENT OF EDUCATION
STATE CAPITOL, CHARLESTON, WEST VIRGINIA

(Approved by West Virginia Board of Education: January 6, 1969)

EXPERIMENTAL PROGRAMS IN TEACHER EDUCATION

I. Philosophy and Policy for Experimental Programs

West Virginia colleges and universities are encouraged to develop experimental and innovative teacher preparation programs in the search for new and better ways to prepare teachers. Hopefully, such programs and activities will:

A. Encourage a higher quality of preparation for school personnel;

B. Result in an increase in knowledge of the art and science of teaching;

C. Foster cooperative relationships among institutions, organizations, and agencies concerned with teacher education; and

D. Stimulate additional experimentation and innovation in teacher education.

II. Content of Program Proposal

Plans for experimental programs in teacher education must have the approval of the State Superintendent of Schools.[1] The proposal to request approval is to include:

A. Title of Project.

B. Duration of Project. (Proposed dates for starting and ending program.)

C. Statement of Need. (Why is this experimental program needed?)

D. Objectives. (Preferably stated in terms of desired and expected student competencies.)

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[1]When the experimental program will require additional personnel or will affect personnel assignments, and/or the utilization of present or additional facilities, institutions under the control of the State Board of Education must have the approval of the Board prior to preparing the program proposal and submitting it to the State Superintendent of Schools for approval.

E. Description of Proposed Program. The detail description should show evidence of adequate planning and give consideration to such factors as:

1. Staff personnel available with desired preparation background;

2. Facilities and materials available;

3. Number and nature of students to be involved;

4. Nature of program (how does the proposed program differ from the standard institutional program); and

5. Proposed time schedule of events.

F. Proposed Plans for Evaluation. (How will the effectiveness of the program be determined?)

G. Procedure for Dissemination of Program Description and Results.

III. Procedures for Gaining Approval for Experimental Programs

A. Institutions shall submit proposals for experimental programs to the State Superintendent of Schools, or his designated representative, who should refer them to the proper committee of the Advisory Council on Teacher Education and Professional Standards to consider the proposal and submit reactions and recommendations to him.

B. Approval of the experimental teacher education proposal shall grant approval for deviation of programs from the approved institutional program and the state standards for teacher education programs. This approval shall accord approved program status for certification to students for the duration of the original period of the experimental program.

Appendix G

Division of Teacher Preparation
State Department of Education
Charleston, West Virginia
October 1968

1. Title: Cooperative Student Teaching Centers

2. Proposed Legislation: That permissive legislation be enacted which would permit teacher preparation institutions and county school systems to cooperatively organize centers to provide selected phases of the teacher preparation program such as student teaching or internship programs, instruction in methodology, and seminar programs for college students, first-year teachers, and supervising teachers.

3. Establishment of Need: There is a need for a full and equal partnership in the teacher education programs designed to prepare prospective teachers in West Virginia. Permissive legislation as proposed would help to bring this into being and would help to overcome the potential conflict when several institutions with different programs are placing student teachers in a given county. The student teaching center with a person employed to serve as a coordinator would help to achieve the following:

   A. To provide more efficient and effective organizational patterns for teacher preparation to meet the needs of an ever increasing student teaching population.

   B. To promote and encourage collaboration on the part of teacher education institutions, public schools, and the State Department of Education in developing quality student teaching programs.

   C. To provide in-service training for supervising teachers designed to upgrade their skills as supervising teachers.

   D. To strengthen the teacher preparation program by encouraging the implementation of existing standards for student teaching.

   The need for permissive legislation became evident when efforts were made to establish a cooperative multi-institution student teaching center to continue a federally funded M-STEP Pilot Center for Student Teaching which operated during 1966-68.

   Lack of enabling legislation and interpretations of current legislation would seem to make it illegal for a county to budget and expend funds specifically for teacher preparation activities. Interpretations have also been given that state institutions are not currently permitted to expend funds to a central fiscal agent (county school system) for employment of personnel and for implementation of programs.

4. Requirements for Implementation: Permissive legislation should be enacted which will permit the following: cooperative organization of centers; expenditure of county school system funds budgeted for facilities, personnel, and programs for mutually accepted teacher education activities; and the expenditure of institutional funds to the county (fiscal agent) for personnel and programs.

5. Projected Costs: The legislation proposed does not develop any new programs. It focuses on establishing a cooperative structure for this phase of teacher education in the State. Therefore, rather than requiring additional funds it may even reduce the amount of funds expended in this area by eliminating duplication of effort and providing for more efficient operation.

Appendix H

Permissive Legislation - An Excerpt from the Enrolled Senate Bill No. 203
(passed March 6, 1969; in effect July 1, 1969)

Institutions of higher education approved for teacher preparation may cooperate with each other and with one or more county boards of education in the organization and operation of centers to provide selected phases of the teacher preparation program such as student teaching or intership programs, instruction in methodology, seminar programs for college students, first year teachers and supervising teachers.

Such institutions of higher education and participating county boards of education may budget and expend funds for the operation of such centers through payments to the appropriate fiscal office of the county designated by mutual agreement of participating county school boards and higher education institutions to serve as the administering agency of the center.

The provisions of this section shall not be construed to require the discontinuation of an existing student teacher training center or school which meets the standards of the state board of education.

APPENDIX I

(Requested but not approved, 1969)

1. Title: Student Teaching Program for West Virginia (Funding)

2. Proposed Legislation: This is a request for budgetary provision through the inclusion of a special line item to provide funds for the implementation of a state-wide student teaching program.

3. Establishment of Need: During the 1963 legislative session, the school law was amended, Chapter 18, Article 2, Section 6 of the Code of West Virginia to provide for the student teaching program as follows: ". . . To give prospective teachers the teaching experience needed to demonstrate competence, as a prerequisite to licensure, the state board of education may enter into an agreement with county boards of education for the use of the public schools. Such agreement shall recognize student teaching as a joint responsibility of the teacher preparation institution and the cooperating public schools and shall include (1) the minimum qualifications for the employment of public school teachers selected as supervising teachers; (2) the remuneration to be paid public school teachers by the state board, in addition to their contractual salaries, for supervising student teachers; and (3) minimum standards to guarantee adequacy of facilities and program of the public school selected for student teaching. . . ."

Subsequent to that time, the West Virginia Board of Education has established the minimum qualifications for the employment of public school teachers selected as supervising teachers; the minimum standards to guarantee adequacy of facilities and program of the school utilized for student teaching; and has entered into agreements with 40 or more county boards of education for the use of public schools. However, no remuneration has been paid to public school teachers by the West Virginia Board. Each institution has been responsible for the amount paid ($30 to $150) to a public school teacher for the additional load carried in supervising a student teacher. This compensation is not commensurate with the importance of the professional task undertaken by the supervising teacher. It is believed that adequate compensation to the supervising teacher will help to:

(1) Interest more and better qualified teachers to work as supervising teachers.

(2) Encourage more teachers to qualify as supervising teachers by taking additional graduate work.

(3) Eliminate inconsistencies in compensation practices within the state.

(4) Increase the professional status and prestige of supervising teachers.

(5) Partially compensate for the additional work responsibilities accompanying the supervision of student teachers.

(6) Provide the kind of student teaching experience that will encourage student teachers to want to stay in West Virginia.

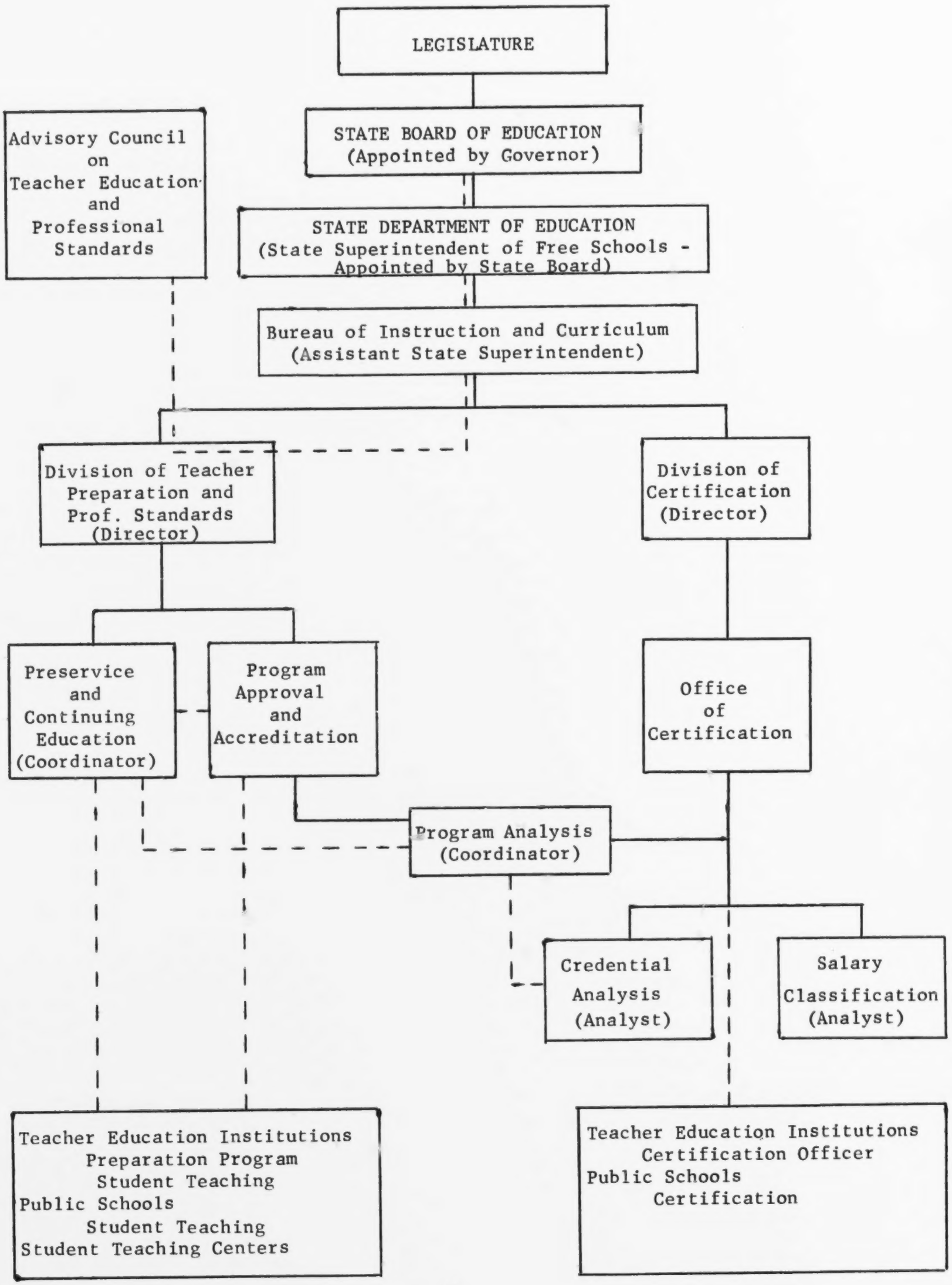
4. Requirements for Implementation: A careful estimate indicates that during the school year 1968-69, more than 2,800 student teachers will be placed in the public schools of at least 40 of the 55 counties in West Virginia.

   The State Department of Education under the direction of the West Virginia Board of Education will distribute to carefully selected supervising teachers the funds included in the budget by the line item. This disbursement will be made on the basis of the number of student teachers assigned to the several counties.

5. Projected Costs: The cost is projected on the basis of $100 per student teacher or a total of not less than $280,000.

Appendix J

ORGANIZATIONAL STRUCTURE FOR TEACHER EDUCATION IN WEST VIRGINIA
(July 1, 1968)


LEGISLATURE
STATE BOARD OF EDUCATION (Appointed by Governor)
Advisory Council on Teacher Education and Professional Standards
STATE DEPARTMENT OF EDUCATION (State Superintendent of Free Schools - Appointed by State Board)
Bureau of Instruction and Curriculum (Assistant State Superintendent)
Division of Teacher Preparation and Prof. Standards (Director)
Division of Certification (Director)
Preservice and Continuing Education (Coordinator)
Program Approval and Accreditation
Office of Certification
Program Analysis (Coordinator)
Credential Analysis (Analyst)
Salary Classification (Analyst)
Teacher Education Institutions
Preparation Program
Student Teaching
Public Schools
Student Teaching
Student Teaching Centers
Teacher Education Institutions
Certification Officer
Public Schools
Certification